

child study

By-lines

A quarterly journal of parent education

Summer 1952

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Articles by the first seven authors listed below are digests of papers presented at the Annual Child Study Association Conference, in March, 1952.

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The cover photograph is by Tana Hoban.

A milestone in parent education

“Parents today stand in need of the courage to be themselves with their children. They are struggling with pressures from all sides and constantly feel the need of assurance that they are doing all they should for their children’s emotional health.”

This statement, which appeared on the program of the Child Study Association’s Annual Conference, “Parents in Search of Self-Confidence,” marks an important milestone in the education of parents. Significantly, the Conference speeches presented in this issue also stress the fact that the data of earlier studies on physical growth, mental and social development, habit formation and problem behavior need to be re-evaluated in the larger context of family and community relationships. A greater respect for the importance of what parents learn about children in day-to-day living is already developing and creating different attitudes between experts and laymen. Professional workers have become less dogmatic as they learn more from and with each other, and from parents. Mothers and fathers have at last joined forces with the experts in sharing the exploration for—as well as the evaluation of—new knowledge and new insights. It is surely a definite gain that earlier dependence on “The Expert” is lessening, and that self-reliance and self confidence on the part of parents is increasing.

Another important change is revealed by differences in vocabulary which in turn reveal differences in attitude. Such words as common sense, courage, character, trust, confidence, responsibility and integrity are appearing more and more in the professional literature. The very use of these time-honored words helps parents feel on safe and tested ground. The belief that parents and children can be helped to help themselves promises to give parenthood new dignity and new status.

MARY FISHER LANGMUIR
President, Child Study Association of America

Conformity is not the answer

Only in values firmly held and courageously

defended can we find lasting

security for ourselves and our children

Confusion and lack of self-confidence are character attributes which feed upon themselves, so that in this age of uncertainty each new crisis causes increasing disturbance in our lives and emotions; each new pressure pushes us more easily off balance. Consider some of the "clear and present dangers" that have assaulted us within the last year and the strong reactions they have stirred in us.

The President appointed an envoy to the Vatican — was not the violent controversy touched off by this appointment an indication of the tensions in our society? Draft laws were put into effect which, by offering exemption to many college students, introduced stratification on a class basis, which many citizens felt to be an attack on cherished American democratic principles. After the last war there were cries of "bring the boys home right away," and although many were brought home in response to this demand, there are today many thousands stationed abroad, while we live in fear of new outbreaks of war. At home, we read of basketball "fixes" and of sordid commercialism among our young people—and wonder if the guilt does not lie with us, the parents. We hear of the violent opposition of whole townships to the demand of American citizens for equal opportunity to live in a good home, in a good town, and events such as took place in Cicero and Cairo

fill us with dismay. While our consciences are troubled by such matters as the plight of huge numbers of displaced persons, we are confronted in our own lives with the necessity (described in an article in *Fortune* on the "Corporation Wife") for women to exploit the social graces in dubious fashion for the business advancement of their husbands—and we feel that our ethical principles are being undermined in big and little ways. Parents are told that they are virtually "obsolete"—that after a child has reached the advanced age of four, there is nothing the parents can do for him that cannot be done better by someone else.

Is it any wonder that our family life is unstable? That we look to the Great God Government rather than to ourselves for security? In this situation we are all too prone to seek scapegoats and to blame radio, TV and comics for the troubles we have with our children, or to insist that everything wrong in our lives is caused by the Soviet state.

Further, we allow these tensions to rob us of meaningful citizenship. We huddle behind the shelter of *conformity* and accept the role of citizenship as that of being a "loyal" person, i.e., one which allows police power to decide where the ways of integrity may lie. We even fail to protest strongly enough against punishment by publicity—not for something

a person *has done*, but for what he *might do*.

Because we are allowing ourselves to take cover behind these attitudes, and to teach conformity for conformity's sake, we are in a very exposed position. If we do not seek to build a firm basis of integrity in ourselves and in our children, we must continually shift from one position to another as the tides of popular opinion change, and as first one concept and then another is considered by our self-appointed mentors to represent "right thinking."

There is no self-confidence to be found in scapegoats or in trying to run with the crowd. Only by having well-founded beliefs, standing up for them and making them clearly known, can we find our way to self-confidence. Beating our breasts or trying to withdraw from our responsibilities as free citizens helps neither ourselves nor our society. If we permit reason to be controlled there will be no escape. It is only by developing and defending basic values in our lives that we can find our way through these many pressures and come out whole.

Parents in search of self confidence

Parents today stand in need of the courage to be themselves with their children. They are struggling with pressures from all sides and constantly feel the need of assurance that they are doing all they should for their children's emotional health.

Their anxiety springs in part from the hazardous conditions of the real world around us. It has its sources, too, deep in those inner tensions to which human beings are always a prey. But in addition, the scientific temper of the moment often seems to focus attention sharply on the hazards of growing up, threatening the naturalness of family life and the joy of child rearing.

How can parents recover that sureness of touch which children expect and need from their elders, yet at the same time hold fast to, and use creatively, what is tested and solid in the knowledge of today? How can parents once again be free to express what they feel, say what they think, keep the lines of communication easy and open between the generations? How can they be reassured that a vital relationship with their children is healthy and necessary and that it need not spell domination?

Parents cannot meet their dilemma by putting the clock back; neither will they gain self-confidence by ignoring the knowledge of our day. They will find the way rather through realizing that, despite increasing dangers, there are ways at hand to protect themselves and to preserve what they most value. Instead of turning their backs on what we know about human development they will need to enlarge and deepen this knowledge. Only in this way can parents go forward to greater security within themselves and greater satisfaction in the part they play in their children's lives.

The statement referred to in Mrs. Langmuir's editorial is here reprinted in full for the benefit of those readers who were not able to attend the Child Study Association Conference. Speeches made at the Conference are presented in the following pages.

Paradoxically, we gain in
confidence as we relinquish the
longing to "get all the answers"

Conflict — an essential of growth

We talk today about "giving parents reassurance" but so long as we speak in these terms—which hold more than a hint of condescension—we are only promoting another fad which is doomed to short life. For reassurance is not given; it is found and earned. A pat on the back may remove a fleck of lint, but it will not transmit confidence.

A more fundamental step toward achieving self-confidence comes when parents learn to appraise the findings of the professionals, accepting the fact that there are constant contradictions and changes, without rejecting the whole body of knowledge which the experts are slowly building and in which there are an increasing number of reliable elements. At the same time, the experts must adopt the scientific humility of the real explorer and share with him a healthy scepticism of dogmatic statement.

Naturally it is confusing when one expert tells us that after children are four years of age the parents become "obsolete," while another authority tells us that parents are absolutely irreplaceable. Fifteen years from now, we wonder, will we be apologizing to our offspring for having followed the "correct" procedure of 1952 in submitting them to rooming-in immediately after birth and thus violating their three-day-old privacy? Must

we choose between education for the three R's and education of the personality, and, if so, which choice will be the right one? Do we not sometimes feel like the father who read in a book that a few grains of sugar added to the water would make it more palatable to his baby—and found that the idea worked—before he recollected that the expert who gave this advice might have "been replaced by other experts at the White House Conference?"

Conflicting opinions and changes in advice are not only inevitable, they are signs of progress. Dr. Martha Eliot says that today she cannot reread *Infant Care*, the Children's Bureau's book written in 1920; and, as Chief of the Bureau, adds that she hopes she will find the 1952 version of this book equally out of date in 1980. Certainly it would be dismaying if we did not feel that we were on the way to new insights and discoveries all the time. But this is no reason why we should reject the useful knowledge of the present or lose confidence in the process of studying child care. Child care will never be as exact a science as we non-chemists and non-mathematicians assume chemistry and mathematics to be, but surely it is encouraging that human motives are being examined through scientific methods for the first time in history.

It is helpful, of course, to recognize some of the things that we do *not* know. We still are groping toward a definition of the role of psychiatry, but are far from having achieved it. What, we are still asking, is "mental health?" And the temptation is to think it is something you and I have but which we question in other people! How do we modify our conduct—by coming to meetings and reading articles? Don't you believe it! It is probably not quite so simple as that. We do change our ways during emergencies, but how to make such changes permanent is something we have not discovered. We don't know how to become citizens of the world or how to help our children move from one loyalty to another, larger one. Though we may act as though we did, sometimes it seems we do not even know how to become Americans! We belong to our neighborhoods, or towns or states—or to some other close and safe status-giving group rather than to a nation transcending all these.

What about prejudice? We think of prejudice as a negative thing, yet all the color and personality each of us has depends on feeling and living by our own ideas. When prejudice interferes with our relations with other people or with social production, how can it be modified? Even when we have some knowledge in a matter of this kind, we don't always know how to use it.

Growth through conflict

We do know that growth comes through conflict—not simply the conflict of desires, but the very exciting additional conflict provided by challenge, which is met by effort and mastery. We do know that having to decide things makes us *use* ourselves and so develop. Yet we behave as though conflict were an excrescence that we wanted to burn off. We seem to feel that everything would be fine if it were all smoothed out. Surely only death provides the chronic equilibrium of no challenge, no response.

When the longing for "smoothness" is stronger in us than our desire to grow, we often resort to fantasies: the Golden Age, the rich uncle who will die and leave us a fortune, the ship that will bring us all our hearts' de-

sires. One test of maturity might be how well we have succeeded in shedding these fantasies, and another might be our ability to live in the present without repudiating the past entirely or losing faith in the future. Perhaps there is a dream in all of us that the things we found most important and delightful in our own generation should be the ones most highly prized by our children. An exaggerated illustration is that of one woman who is distracted and unhappy because her children are deeply preoccupied with their friends in Boy Scouting, in playing in the school band and in getting up the next school dance. It is her dearest wish that every Sunday afternoon the family should gather round the fire and make popcorn balls while she reads aloud from Dickens, as *her* mother did when she was a little girl. For other parents, the Golden Age is always in the future, when the children are going to "have it better." It is just as hard for children to live in the jittery shadow of the future as to be asked to conform to the past. For their basic time sense is of NOW.

Crowns awry

Paradoxically, if we are to be as confident parents as we would like to be, perhaps we should begin to shed some of our longing for surety—the feeling that there is someone who knows all the answers. Fortunately, our desire to get final answers is tempered by our typically American love of seeing crowns go awry. When the experts disagree we are secretly delighted. "Ah ha!" we say, "the bigwigs can't agree—I'm just as smart as any of them." And we justify using common sense—which is mainly what we use anyway—by watching the experts battle out their differences among themselves. Perhaps we can best combine our need for authority with a certain amount of healthy skepticism if we look harder for general principles and seek fewer specific answers. For instance, the professional workers in the field of child study now say that what happens in the early period of a child's life is extremely important and will affect his later life. Even though our ideas of the *ways* in which early experience affects the young may change radi-

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Family stability and world pressures

When a psychiatrist is asked to discuss a topic related to world pressures and tensions, he is very much aware of his professional limitations. Psychiatry is concerned with the understanding of the individual's emotional life and pathology, and while the psychiatrist is also aware of the impact of social and cultural forces on the individual's need for self-realization, he sees and studies these forces as they reflect themselves within the psychic struggle. Too often, other professions look to this science for answers to questions which lie outside its province. Since the psychiatrist, in his professional capacity, does not attempt to answer such questions, the result often has been a tendency on the part of some people to feel that the whole science is "letting them down."

The "do's and the don'ts" in the textbook of psychology are related to the needs and drives of the individual; they do not *replace* the social and cultural values which must be a part of the total experience and education of the child. By the same token, when the psychiatrist speaks about social and international forces, he has to accept values which come out of the social system, and should avoid "psychologizing" in an effort to reduce these forces simply to the individual's strivings for the fulfillment of his own needs.

As we evaluate the result of external pressures on the individual, we find here no simple mirror reflections. The same event creates different reactions in the individual so that in one it may become distorted, in others condensed or denied, etc. Further, as our total life experience affects our reactions to acute,

specific experiences, we have to view our reactions to the latter in the light of attitudes that go back one or two generations. As we study today the emotional life of a child, we also need to study the parents' life, and this in turn means that we must try to understand their relationship to *their* parents and how this is carried over to their own children. Therefore, we must consider three generations as a frame of reference in seeking to understand the child's present development.

In this field, psychiatry has made a superior contribution. We have learned, first, about the interaction of members within a family; second, about the stages of development in the life of an individual; third, why attitudes and values affect people differently. We also have evolved a treatment technique to modify the effect of pathological experience.

If we hear a good deal about the limitations of the knowledge of the "expert," then we have to remind ourselves that we should not expect magic solutions from any one profession. Even though the experts do not know all the answers, "expertness" is necessary, and our disappointments should lead us toward a realistic revision of our expectations, rather than toward a distrust of the science.

What are some of the conflicts where the expert's insight is pertinent? There is, for instance, the possibility that in our efforts to help the child toward self-realization, we have stressed individualism at the expense of social adjustment. A confusion on this point is apparent in certain educational trends. On the one hand, we have a system of conservative

education in which emphasis has been placed on the need to be constantly aware of the curriculum and on a program which will mold the child and into which he will grow. This system has an authoritarian coloring. At the other extreme, one finds certain exaggerations in liberal education—progressive education, if you will—in which it would almost appear that the teacher must learn from the child what the teacher should do to help him. This point of view limits the role of the educator to being an observer, or just standing by to lend a hand when the child gets into difficulties. Here the parent or educator behaves as if his own experience had not taught him enough to make it worthwhile communicating to the child. Both philosophies of education are, of course, extreme and are bound to fail in the aim of helping the child in his growth.

There has been a shift from an authoritarian family structure to one of modern individualism in a competitive society. Deprived of their old position, without understanding or being secure in their new role, parents, like teachers, often fail to give their children needed guidance and instead become preoccupied with attempts to provide for the welfare of their children through outside channels—expensive schools, camps, clubs and the like—many times at great sacrifice to themselves.

Parents are very busy outlining *activities*, but they do not share sufficiently with their children their own experiences, beliefs and hopes for the future. Aware of the child's needs, and not wishing to interfere with his fullest growth, they refrain from the kind of direction that would help the children grow up, grow into the future, with them. Consequently, children know what their parents do for them, but they do not know what these same parents think and what they stand for. As an Indian colleague recently commented, "You 'bring up' your children; ours live with us."

The compete-and-compare system

It is true that parents are faced with great difficulties in trying to pass on to their children social and ethical values. It is not easy to reach self-fulfillment in a world where we are driven to compete and compare by em-

phasis on material accomplishments. Under present conditions of tension, parents cannot plan ahead with any assurance; rather, there is a prevalence of defensiveness and isolation. We see today a continuous preoccupation with death—in the comics, on television, on the radio. And in all these media the "enemy" is pictured as sub-human, all-powerful and all-black. More and more we are being exposed to irrational images which are a distortion of relationships and show no awareness of the true forces involved. And the extent of this preoccupation makes even more difficult the growth of a real understanding which would lead us toward a peaceful resolution of problems.

It can be different

We have said that the psychiatrist cannot give social answers, but he must believe in the ability of people to solve their conflicts by peaceful means. For each step toward war, there should be two taken toward peace.

We can contribute to peace by making the family a stable unit which can counteract the confusions of the outside world. We must carry over to our children not only our ideas about parties, camping, clothes and manners, but also about the thinking and understanding that has come from our life experience. We can give these thoughts to them—according to their age and ability to understand—as a contribution, not as a burden. We can pass on to them our understanding of the tradition of American freedom, and help them to maintain and strengthen the vision.

Consideration of many aspects of our present-day living may easily make us pessimistic. We have a right to be impatient of the perpetuation of aggressive solutions of international conflicts, the continuous destruction of human life and the deprivation of basic human needs. However, as we compare the past with the achievements we have reached, we must realize that tremendous progress has been made. We all know that the fulfillment of undreamed of possibilities could be reached tomorrow. We must therefore, speak up and expose what stands in its way. We know it *can be different*.

The strengths of freedom

Of all democracy's assets,
faith in the individual is the one
we can least afford to jettison

As I have watched the schools of America taking a beating at the hands of super-patriots, neo-nativists and also, sometimes, sincere parents, I have been greatly disturbed lest in this country public education was going to suffer a loss of power which would be difficult to regain ever again.

To anyone familiar with education and educational ideas, much of what now appears as solemn commentary on education is unbelievable, often involving out-and-out misrepresentations which come at best from abysmal ignorance and at worst from intentional distortion.

The conviction has grown on me that what we speak of as a crisis in public education is really a crisis in public life. We are today the most powerful country in the world. The future of the whole world, the hope of a free world, rests on what we in America can do. Never has a single nation shouldered so much. Have we met this challenge? I wish I could say that we have—that we have refused to be stampeded. But this is not the case, for we are a badly frightened people. We have talked more about freedom and have shown more disposition to throw freedom out the window than we have ever done before. How can we explain this hysteria in a nation that has a long record of stable government and a rich cultural heritage? We have deep roots in the

Judaic-Christian tradition with its emphasis on freedom of the individual. Yet the odd thing is that of all the peoples of the world we are the most panicky at the first threat to this long-established and well-nourished ideal.

I am not minimizing the totalitarian menace. There is a menace—much bigger than a military menace, for it comes at us from the inside. We shall have to fight it, for if we lose that battle we shall lose our freedom as surely as though we had lost to Communism.

Much of what is said in criticism of our schools looks to the radical change of our society in the direction of regimentation and thought control. Rather obviously, were our schools to heed these raucous and intemperate critics and follow their advice over a quarter century, fundamental changes could and probably would take place in American society. Our freedoms would largely disappear and our voters, fed on the pabulum of propaganda for the *status quo*, would be without the understanding necessary for the success of our government. Clearly, the super-patriot is thinking with his glands, and some parents, already worried and perhaps confused, are listening to him. It is time we took a calm look at the situation and operated on characteristic American common sense.

Democracy is not a shallow philosophy. It

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Parents and experts

Child care is a young science and we need
to use sense and caution in applying its
findings to specific situations

By Frederick C. Redlich

As a parent and representative of a field closely allied to child care, I want to try to evaluate the effect of modern knowledge about child-rearing on parents, especially as such information reaches them through scientific and semi-scientific literature.

Of course, the effect is not known accurately, but it would seem that much of the literature reduces anxiety—perhaps more through the manner in which it is expressed than through the actual content. Often the advice given is simply common sense rather than profound or technical instruction, and the kindly fashion in which it is offered reassures us. I recall that one night when my little son was vomiting violently and my wife and I were much agitated, I reached for Dr. Spock's book and read his calm and sensible words with the greatest sense of relief. Miraculously, the baby stopped vomiting—probably because Dr. Spock's book had helped us to relax and get our bearings; the technical information in Spock's advice on the management of vomiting was known to my wife and me, both of us being physicians. Common sense, then, is often helpful, but it is important that we recognize it as such and that ordinary friendliness and wisdom are not camouflaged as new discoveries of a scientific fact. Those who offer it should, in all honesty, "put the label on the bottle" and plainly mark their wares: *Common Sense Only*.

On the other hand, much of the literature on child rearing tends to increase our anxieties as parents. We must realize that the business of bringing up children is in itself a process which arouses our strongest drives, such as possessiveness, aggression and love, and that a great deal of guilt is associated with these drives. For instance, when a child shows sexual activity, we are intimidated or angry for often he is doing the very things we would like to do ourselves but dare not. We are very apt then to express our guilt by getting angry, anxious or withdrawn.

In addition to the anxiety inevitably associated with child rearing, there is a feeling in conscientious and intelligent parents today that they should be able to absorb and use all of the new knowledge on this subject. Because of the great increase in our means of communication, much of this knowledge is available to them, but not only is it so copious that no one parent can handle the entire mass, it is also apt to be quite inapplicable to a given situation. As statements filter down to the popular level they begin to lose all specificity and thus to be less helpful. Advice, to be really effective, must be worked out in cooperation with the person affected and in any case can only be the basis for a resolution which that person will work out for himself. I am reminded in this connection of the grasshopper who came to the ant in great distress about his

state of unpreparedness for the winter. The ant advised the grasshopper to change himself into a cockroach and live in a warm kitchen. This appealed to the grasshopper as a very sound idea. However, after contemplating all the advantages of being a cockroach, he returned to the ant and said, "You know, that was a fine idea of yours, the only thing that bothers me is how to go about changing myself." "Well," said the ant, "all I can do is to give you some general suggestions. The rest is up to you." Of course, in this brief paper I am only giving general advice.

Differences are necessary

Even when we, as parents, ask such specific questions as the grasshopper put to the ant, we may get a number of contradictory answers. Tremendous advances have been made in our knowledge in this field, but it is a very young science and since it deals with the emotions, differences of opinion are bound to arise. Indeed, such differences are necessary if we are eventually to reach valid conclusions. Perhaps in the future we will achieve the state of such an ancient branch of science as anatomy where no different "schools of thought" exist, since the facts have long since been established. We should not be discouraged because we are not yet at the point where we are dealing with incontrovertible facts in child rearing. This only means that there is more work to be done and that, for the present, parents should approach the findings of this youthful science with a certain amount of caution; as long as we know that many propositions of our young science are not too certain, no harm will be done.

The experts, too, must be cautious, not only in avoiding misunderstanding and in making themselves as clear as possible, but in refusing to let parents "tease" out of them answers which they are not prepared to give with any degree of certainty. In their desire to reach solutions and to have authoritative information, parents often provoke the adviser into making extreme statements which the present state of our knowledge does not support.

Science today has tremendous prestige and the layman is apt to crumble before it and

abandon his horse sense. Common sense alone does not solve our problems; it takes uncommon sense to comprehend the intricacies and complexities of our conscious and unconscious minds. The application of common sense has another limitation: it cannot be supplied by request. Dr. Alan Gregg once told me of a lady who reproached her plumber for not having any common sense. The good man replied: "Madam, common sense is a gift of God and all I have is a technical education."

In upholding common sense as an important, though not necessarily sufficient, guidepost of our actions in child rearing, I would like to add a related thought. Some time ago Bruno Bettelheim wrote an important book about children with severe emotional problems. I liked the content but objected to its title, "Love Is Not Enough." The implication borne out in the book is Bettelheim's conviction that some technical knowledge—in this case psychoanalytic knowledge—has to be added to love in order to prevent or cure damage. Yet I would like to state emphatically that love, attention, positive feelings, or, as we analysts might call it, the primary process, are of infinitely greater importance than knowledge and technique both in child rearing and in the treatment of many of our psychiatric patients. Such a state of affairs may and probably will change with the increasing knowledge of the laws and principles of child rearing. Love, or to be more precise, ambivalent love (and in most love there is a grain or more of hate) is more important than cold knowledge or lukewarm theory. Even ambivalent hate (and in which parent-child relationship is it completely absent?) will be less damaging than indifference camouflaged by some usually not-too-solid technical rules. In child rearing a woodpile of indifference is worse than the hotbed of an emotional home. Our worst adult cases do not come from the most ignorant but from the coldest and emotionally most impoverished homes. Many ignorant but warm mothers do better than some of our most erudite psychoanalysts. Yet, to keep the complexity of life in mind, we must admit that the stifling emotional need of an over-

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By Arthur L. Swift

Spiritual values for today's family

Mastery of self and events

lies in loyalty to

profound spiritual goals

Today I bring for your consideration three tentative conclusions: first, that our prevalent lack of confidence, our need for security and direction and hopefulness, is not chiefly caused by some inner defect of ours or in our children, but by the social circumstances that press in upon us; second, that it is not to be corrected simply by taking ourselves in hand or by getting a psychiatrist to do so (essential as that often is), but by attempting to increase our knowledge and our control of the thing we call our civilization; and third, that to accomplish this mastery of self and of events, we Americans, a people gathered from across the whole world, need the unity which can come only through the rebirth in us of a shared loyalty and faith toward those ideals of freedom and brotherhood which made our nation's founding a spiritual adventure.

It is not my task today to deal at length with the first two of these conclusions. Surely there will be few who might care to challenge them, for we do have reason *in fact* to feel insecure and uncertain about the future our children must meet, and our civilization *is* getting out of hand.

Self-confidence, for which we parents are searching today, has always been hard to find and harder to keep. As a parent I am among those whose poise has long ago been shaken by the psychiatric dictum that what chiefly ails our children is ourselves. However, I am convinced that a certain lack of assurance is quite normal in a world where atomic experts tell us there really is no place to hide. And although always we are the conscious or unconscious conveyors of our feeling of insecurity to our children, I am also convinced that a lot of it comes to them not because of us, but in spite of us, caught by them directly through their perception of the kind of world this is. We laugh and tell them it's just a game—huddling under desks, or lying along corridors, head pressed between wall and floor—

but they catch the overtone of fear in our laughter, and they are not fooled by our "game," seeing how we hide and huddle, too, to escape a world that has become unmanageable.

Our inventiveness has far outrun our powers to direct and control, an inventiveness that under forced draft of governmental and foundation grants has gained a terrifying momentum. (It is a hopeful though tardy sign that some of these funds are now being diverted from the release of other Frankenstein monsters to develop the science of social analysis and the methods of social planning and social control.) And it is not surprising that we parents are today seeking self-confidence, nor need we apologize.

Today a lot of parents and children are unsure of themselves, and therefore unduly timid or boastful, because they don't know whom or what to trust. But the amount of self-confidence anyone gets and holds onto always depends on the bigness and the steadiness and the reliability of what one dares to stake one's life upon, of what one believes has lasting value. By a curious kind of contradiction, self-confidence depends on who it is and what it is *outside* ourselves in which we really trust. And

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By M. Ralph Kaufman

The two worlds we live in

Today, as always, we seek
to reconcile instinct and
community needs

The psychiatrist as a physician is essentially one who is primarily interested in the welfare of the individual patient under his care. However, just as every doctor must extend his field of endeavor beyond, say, the patient with typhoid fever to environment factors which may have resulted in the infection, so the psychiatrist must eventually broaden his vision to include not only the individual patient who "got that way" but the factors in his environment, and in the community and the state, which may have played a part in his "getting that way."

As a physician, however, the psychiatrist has to remain in a non-judgmental position. It is not for him to set up standards of behavior or spiritual values except for himself. We do not attempt in any way to impose our own values on our patients and indeed we should not do so: the Catholic, the Jew, the Protestant who comes for psychiatric treatment should be benefited without having to change his religion to that of his therapist! This example may sound like a caricature of the situation, but only through such emphasis can one make the important point that we as psychiatrists cannot, and should not, set up a system of moral or spiritual values as criteria for mental health. The sociologist, the minister, the teach-

er are in a better and more fundamental position to act as leaders here.

Realistically, however, we must agree that a psychiatrist does not work in a vacuum, and that to accomplish his mission he must be fully aware of the spiritual and moral values in the community in which he works. As a clinician and research worker he knows that an individual is a product of his heredity, constitution and environment, and that certain facets of personality are directly influenced by the social, economic and moral values of the time; that others are in conflict with such standards; and that, indeed, conflict is the essence of personality functioning.

In psychiatry today, there is a spectrum of points of view ranging from the somewhat fatalistic hereditists to the somewhat over-optimistic culturalists. One school says in effect, "You are what you are because you were born that way and nothing can change it," while the other says, "One is born a complete blank and environmental and experiential factors are all important." There are, of course, gradients in between.

The Freudian psychoanalyst has often been accused of being somewhat nearer the fatalist than the environmentalist position. However, psychoanalysis has thrown tremendous illumination on the interplay between the environment and the individual.

The question has been asked, "What are the new trends in American life which contribute to tensions within the family?" To this there may be many answers and we may even have to answer by asking further questions. For instance, are the tensions which we consider so typical of life today really peculiar to our age?

We must remember that in every generation there are those who look back to the past as a golden age when everything was relatively perfect. Today, with the threat of atomic warfare, the mechanization and speed-up of so

many processes, with economic stress and constant clash of ideologies, it would seem as if we had reached the outermost limits of external excitation and stimuli. Yet consider this quotation: "Every mind is irresistibly agitated and frenzied by the feverish excitement which everywhere positively abounds. Day and night, in places of business and at home, in theatres and in churches, the *motion-mania* dogs the footsteps of every man, woman and child. Repose of the personal life is repudiated; a quiet, systematic style of thinking and working is condemned as 'old-fogey'; and a reverent regard for *physical* rights as well as for mental rights is sneered at as an ungodly leaning toward 'muscular Christianity'." This is from a book* published 81 years ago, in 1871, in which an attempt was made to prove that some mental disorders were the direct result of the excitement of the age. I am quite certain that similar references can be found in 1771, 1671, or 500 B.C.

As a clinical psychiatrist looking back over my experience, I can honestly state that I have not come across a single patient whose neurotic difficulties I can put down solely to the tensions of our present day. While it is clear that social tensions play a part in causing neuroses, it is also true that many patients use outside situations to channel their neurotic difficulties. Undoubtedly this has always been so. Historically, one wonders as to how stable the environment was at the time of the Black Death, the Hundred Years' War or the Crusades.

Pseudo-stability

During and following great cultural upheavals, there is always a tendency to rely on social institutions to allay anxieties. These institutions take many forms. In certain periods of the world's history, religious cults and beliefs have served just this purpose, and where such stabilizing forces as the church and family have weakened, the neuroses of the individual come more readily to the surface. At such times, the pseudo-stability of the authoritarian, dogmatic society, where values are fixed and unquestioned, appeals to many. But

inner hostilities and aggressions, although repressed under such a regime, must eventually find a channel for expression. The dictator well knows the use of bread and circuses, or the value of the external enemy, for the diversion of these hostilities. Eventually, however, such outlets are not enough and inner anxieties may break out into revolution and holocaust. Unlike dogmatism, which tends to do away with conscious doubt, enlightenment increases the questioning. Yet both from the point of view of our ideals and of the ultimate effect on people and society, those who believe in democratic values would greatly prefer to take the risk of a culture which permits free questions.

Clinical experience

Among the problems of "modern living" which, in my role as a psychiatrist I may legitimately discuss, are certain ones which show up in our direct clinical experience with patients and which reflect both the effect of social pressures and the tendency to use such problems as a vehicle of neuroses.

For instance, there is the problem of the left wing political minority. Peter, age 10, was brought into treatment in the Parent-Child Guidance Clinic primarily for a past history of ulcerative colitis, hyperactivity and general disobedience in the home situation. The psychotherapeutic aim was to enable him to accept discipline and to recognize that he did not have to be superior in order to be liked. The therapist was consistently kind, accepting and mildly controlling and the boy became able to control his hostility quite effectively as he gained a sense of security. A significant relapse occurred with bloody stools and the child's refusal to go to school, which coincided with the family's increasing agitation about the political situation. The mother is an intelligent, intellectualizing, domineering woman, very active in organizational activities. The father is a passive, compulsive, unhappy man. There was great fear at home that the father would lose his job because of apparent activities in the Communist Party. Although in school Peter was expected to participate in

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**Mental Disorders: Causes and Treatment*, by A. J. Davis.

What is common sense?

By Marion F. Langer

Can it help us to act naturally with
our children while still using
scientific knowledge of child care?

A frequent plea made by speakers at the Child Study Association Conference this spring was that parents recapture, in some degree, the "common sense" approach to child rearing. This comment sprang from recognition of the fact that parents today face a problem in trying to find ways of acting naturally and spontaneously with their children while at the same time availing themselves of the growing scientific knowledge about child development and the part played in it by the parent-child relationship. There seems to be some barrier for parents between acquiring new knowledge about child care and retaining the right to be themselves in the face of this knowledge.

Dr. Redlich, in his speech to the Child Study Association Conference (see pg. 10), succinctly points out the values of common sense but implies its hazards also when he suggests that in offering it we should "put the label on the bottle" and plainly mark our wares *Common Sense Only*. Why is this precaution necessary?

It is necessary not only to avoid confusion of scientific findings with more or less intuitive judgments but also because of the varied meanings applied to that oft-used term—common sense. Definitions of common sense are

legion and range from "sound individual judgment based on all the factors in a given situation," or "learning through trial and error," to "haphazard, uncritical and wishful thinking."

Frequently the common sense judgment appears to result from deductive reasoning of the most fallible sort, as when we hear it said that "a man who is 'good' to his dog must be a 'good' man," or "a man who is 'good' to his mother is sure to be 'good' to his wife." This kind of common sense judgment avoids considering any arguments or examples which might refute its complacent, free-wheeling generalizations. Perhaps because such old saws and shibboleths give us the feeling of being wise and knowing the "truth," any attempt to refute them with contrary evidence often meets with the bitterest kind of resistance.

Another kind of common sense is rooted in the idea that things are what they seem to be because the evidence of the senses or of one's immediate personal experience is beyond rebuttal. This is the kind of common sense that has raised a hue and cry at practically all new developments in science and is accompanied by warnings against the dangers of trusting to the "theorist." In the field of child study, teachers and other professional workers with parents and children have constantly been

confronted with the question "Have you children of your own?"—the implication being that he who has not had children cannot know anything worthwhile from "book learning" about the realities of life with Junior. You need common sense, the argument runs, and this can come only from direct experience. There is the further assumption that experience with one's own child inevitably is transferable to the understanding of all other parents and children.

Idols of the mind

Concern with a return to common sense is not new to our times nor confined to the young science of child rearing. That it is a problem of long standing in our society is demonstrated by Sir Francis Bacon's essays, "Idols of the Mind," in which he lists four types of errors that flourish under the reign of common-sense idols. Two of these idols have a direct relation to the question of parental attitudes. He speaks of the *idols of the cave* which dominate the man who lives in the cave of his own mind, revering antiquity and opposing anything contrary to his own pet notions. We know all too well the common sense judgment of the one-track cave dweller, such as "I had a strict upbringing, and it didn't hurt me, so how can it hurt my child?" and "I was never allowed to date until I was seventeen and I turned out all right, so why should I let my daughters start dating at fourteen and fifteen?" Aside from the startling vanity implied in the idea that there is little improvement to be made on the shining example provided by the speaker, this kind of judgment allows no recognition of individual differences or change in circumstances.

A second idol is that which Bacon calls the *idol of the theater*. (Bacon is here speaking of the theater as an arena where ideas and philosophies are presented.) This idol grows out of blind acceptance of authority on the one hand and wishful thinking on the other, and perhaps has even greater applicability to the possible errors of a "common sense" approach to child rearing. For instance, an authority in the field may proclaim that children are what they are because they're "born that

way"—that is, heredity determines what a child will be. This satisfies the wishful desire that we parents often feel to be relieved of such heavy responsibility for our children's behavior. Contrary to those who generously lavish on parents blame for their children's ills, the authority who points the finger at heredity makes us feel that nothing more should—or can—be done by us to shape the development of the child's personality. Often, too, this kind of wishful thinking leads us both to select the authority and interpret his findings in the light of our special desires and interests: *that* authority makes "common sense" to us, even as the crowd in Bacon's day accepted the orators who satisfied their prejudices.

No rule of thumb

It would seem that all the foregoing is an argument against the common sense approach. That is not the intent of this article. But because of the confusions in the usage of this oft-repeated phrase, and the possible errors it may lead us into, it is necessary to think carefully about its application to child rearing.

It seems that parents are at present seeking not a convenient rule of thumb or an escape from the complexities of science but a way of being themselves with their children, of feeling free to exercise their own intelligences and even their impulses with more of that spontaneity which is so great an asset in any human relation. To use the growing knowledge about child development and family living in a way that is natural to our own and our children's individualities, and to our particular situation—this increasingly seems a good goal both for parents, who have been made tense and unsure by a superabundance of rules, and to professionals who have been harried into giving definite answers where they still have only clues.

The uncommon in each of us

As parents we have many experiences in common, but we also have many differences from each other. And it is the *uncommon* for each of us which is inevitably a factor in our use of the knowledge made available to us by

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Parents' questions

These questions are selected and discussed
by the Child Study Association
staff, and the answers written by its various members



When the child is ready

My little boy is twenty months old and is just beginning to tell me when he wants to go to the toilet. I've put him in training pants now and most of the time he stays dry, but my neighbor has a little girl a month younger who has been trained for several months already and she makes me feel that my son is way behind where he should be. Perhaps I should have made more of an issue of it; I just don't know. On the whole I think he's doing all right until I start comparing him with Sally.

MRS. R. B.

It's always hard not to judge your child's progress by comparison with others. True, yardsticks of growth based on what is known of the development of *many* children can be helpful, up to a point, by giving a broad picture of what to expect at different ages and stages. But there are so many individual variations that comparisons based on these generalizations are dangerous. No two children begin to do things at exactly the same time or in just the same way.

With toilet training, as with much else, there are wide differences not only in the time of a child's readiness for training but in parents' expectations for their children, too. Pediatric advice not to try to train before the end of the first year now seems to be quite widely accepted. But though they follow such advice for the first year, some parents still put

too much pressure on young children to complete training well before they are two. Still others go to the opposite extreme and do nothing to help, waiting, they say, until a child "trains himself."

The answer lies not in either extreme nor in any set time schedule. It lies in being alert to signs that the child may be willing to use the toilet, and in trying out certain routines without insisting on them if they prove unsuccessful. You might, for example, take him to the toilet at intervals, even if he hasn't specially asked to go, and show your approval when he is successful. Some children, who talk early, make their needs known in words. But children can also tell us in many other ways when they need our help. The key to success lies in your own judgment of your child's readiness and your willingness to help him when you sense that now is the time *for him*, regardless of what the child next door does or what her mothers thinks. Above all, if a child is to take this new step easily, the training must be carried out gently, tolerantly and in an atmosphere free from tension and the fear of anger or punishment.

Must we have a TV set?

Do we have to give our children everything the neighbors' children have? The case in point at the moment is a TV set. I don't want

one; neither does my husband. But even our seven-year-old gets tearful because "everybody else has a set," and he feels deprived. I suppose we could afford one if necessary, but how necessary is it?

MRS. J. W. L.

It's natural for children to want what "everybody else" has; but this alone doesn't justify their always getting it. In the case of TV this urge is increased by the particular "magic" quality of this instrument. Each family has to set its own sights, not only as to its budget allotments but also as to its forms of enjoyment. Television is not yet a "must" for the home, although it may one day become as much standard equipment as radio or the telephone. Already it offers much of educational and entertainment value along with a great deal that seems poor or unsuitable stuff. It need not become a merely passive entertainment in families who find fun in making and doing things or in just talking to each other. For instance, TV can stimulate discussion and give the young people ideas for play or for developing interests. Whether it is to be a valuable instrument or a nuisance will depend on how wisely we learn to manage it in our homes.

If you have really decided against having a set, you might tell your children why you've decided as you have so that they don't think you are "against it" unreasonably. This will at least give your children the assurance that their wishes aren't just brushed aside. In this case they'll probably want to view their favorite programs at their friends' homes, and you should be willing to make this possible when it doesn't interfere too drastically with yours or other people's family routines or activities. This will mean that other homes than yours will be gathering places for children—unless, of course, you can meet the challenge by offering equally popular attractions.

All this, of course, won't make your children stop yearning for TV, but they may finally settle down to realizing, without resentment, that they can't always have everything they want.

The popularity fetish

My fifteen-year-old daughter goes to a school where there are Saturday night dance groups for each class. Anyone can go but it's "the thing" for a boy to ask a girl if he may take her and that means that he'll dance mostly with her. However, as there are a few more girls than boys in the class there are always some girls who don't get invited. Joan feels just terribly when she's among the few left out and I can practically see the beginnings of an inferiority complex sprouting. I do everything I can think of to help—encourage her to invite boys to dinner and put on my very best meal for them, see that Joan has the right clothes, and so on. Recently I've also started her on private dancing lessons. I go out of my way, too, to be nice to the mothers of the boys I know she likes best. Yet every once in a while she is left out and is miserable about it. What more can I do to help her?

MRS. F. G.

When you're fifteen, or even older, it's wonderful to feel you're a sure-fire thing for a date whenever you want one and that the "men" are falling all over themselves for you. Wonderful, that is, unless it becomes a tragedy for every girl who isn't that sort. Girls and boys certainly should have opportunities to meet each other and you and the school seem to be doing everything possible to provide these. Young people need a home background in which to develop friendly relations and parents who are nice—as you are—to their friends' parents. But a competitive attitude about popularity, constant fretting and anxiety over dates doesn't really make for basically good human relations.

Perhaps for you the next step is to ask yourself why you are so anxious in your daughter's behalf. Is it possible that she—and many others like her—wouldn't have to start sprouting inferiority complexes every time they go dateless if their parents took it more in their stride instead of getting into a panic? Parents' anxiety about the children's popularity actually

makes things harder for them, not easier, and so a vicious cycle of competition is set up and all of us fall prey to the great American popularity fetish.

It's true, of course, that this false ideal is a creation of our whole society and that one set of parents acting alone can't immediately create a brand-new atmosphere. Yet I'm convinced that they can do more than they think they can for their own children and that if they're vocal enough about it, other parents will gratefully follow suit. But you'll need real inner convictions before you can convey to your daughter that a Saturday night at home now and then can be borne, that there are other ways of having good times than dating and that an eventual happy marriage has nothing whatever to do with early popularity. Perhaps a more immediate appeal might be to her good sportsmanship. Since some girls are bound to be left out each Saturday night, why shouldn't she take her turn with good grace?

The indoor boy

Our son, Jim, age fourteen, seems to like indoor activities, but doesn't mix well with the other boys in the neighborhood. I myself was wrapped up in athletics all through my school years and know how much I gained from sports. I would like my son to have the same kind of experience but he doesn't seem to care for games or team play at all. What can I do so he won't grow up a "sissy" and a poor mixer?

MR. W.R.P.

It is common enough for boys your son's age to shy away from the more active and aggressive play of the group. This doesn't necessarily mean that he's going to shun all physical activity, but perhaps he feels awkward and inferior in the games which the others happen to be playing. His lack of skill may have been pointed out to him rather mercilessly by some of the "gang," or even by you. Perhaps, also, you have told him so much about your own exploits as an athlete that you have given him a defeatist attitude: "no use

for me even to try . . ." How about sharing another kind of outdoor activity with your son? Going hiking or swimming or fishing with Dad may be the kind of thing which would please him and also strengthen the bond between you.

Adolescent boys grow at widely varying paces, and the striking differences in height, weight and body build are often disconcerting and upsetting to them. They feel awkward and different and it makes them want to withdraw into their shells. Many parents, facing as you do the problem of a boy's inability or unwillingness to enter into physical group activities with others of his age, have found it helpful to interest their son in a boys' club or camp where a good staff of recreation workers can give the boy individual attention and work out a program which develops what aptitudes he has and helps him to greater confidence in his own ability.

Yet, important as it is for children to have satisfying outlets for their physical energies, we should remember that many boys have grown into manhood and have led successful lives without having gone through what is commonly regarded as the "typical" sports experience of boys. There is a real danger that we as parents may press our children into patterns reflecting stereotypes like the "All-American Boy" which don't allow for healthy variety in human development. This is especially true when such a pattern was a natural and enjoyable one for the parents.

Deformative years

By Richard Armour

AS THE twig is bent—so the saying goes,
And I do my darnedest, goodness knows.
But nevertheless, when the day is done
And at last in bed is my little son,
It isn't the twig that is bent, I sigh,
It is I.

Copyright, 1946-1950, by Richard Armour; copyright, 1946-1949, by The Curtis Publishing Company. From the book *For Partly Proud Parents* by Richard Armour.

That play and play opportunities in the home are important for children is a concept often stressed by the Child Study Association and readily accepted by most parents. But what is the physical framework for carrying out the idea, and how can children's surroundings be made to serve their needs without causing disruption of the whole household or a major drain on the purse? The answer may lie in very simple things such as a room, a cupboard, a wall board.

The following how-to-do-it article, a slight departure from CHILD STUDY'S usual content, is an effort to relate a sound idea to sound planning and procedures. It may appeal especially to apartment dwellers, who must use all their ingenuity in providing the play space so essential to all children. We would be interested in hearing from our readers whether such "practical" articles aiming to connect theory and actual situations are helpful to them.

A room to grow in

The trend in nursery decoration today is away from the frills and fancy furniture of pre-inflation days. Whereas young mothers with decorating ambitions used to buy matching sets—crib, chiffarobe and toy chest—to-day the overwhelming majority buy a crib and only a crib. The demand for juvenile wall paper and inlaid nursery floor covering is off. The call for ruffy bassinets is virtually nil. People still buy bath tables and high chairs and playpens, of course, but utility, rather than some decorative scheme, seems to determine their choices.

This may mean that young parents, caught between spiralling prices and taxes, have given up the ghost when it comes to decorating baby's room, and are simply making do with whatever left-over furniture they can come by. Or it may mean that they are more practical-minded today than yesterday and are passing up the fancy gewgaws in the hope of finding substitutes that are less expensive, more serviceable and just as good looking.

Child Study Association's contact with young mothers would indicate that the latter is the case. Today young parents are planning for the future. They want to bring their baby home from the hospital to a room to grow in,

rather than to an elaborate show case that will be outgrown almost as soon as diapers. Few can afford to do the job at one fell swoop, but however and whenever they do it, they want it to be right.

Here, then, are some tips. But first a word of caution. The Child Study Association is not a consumers' information bureau. When particular brands of products are named it is merely to illustrate the type of thing we're talking about, and is not meant as an endorsement as to quality or value. Moreover, the research is based only on findings in the New York City area—although, of course, many of the products mentioned are nationally distributed. Before you buy anything, we suggest you shop the field.

Begin with the floor. Wool carpeting is expensive. While it is far more durable than cotton and less likely to show dirt, it is also not impervious to spilled paints, medicines, baby oil and all the other liquids with which it will probably come in contact. Throw rugs, while less expensive, are even more impractical because they involve slipping, tripping and looking messy. More practical than any soft floor covering is linoleum, either in sheet form or in tile. The advantage of sheet linoleum is

that it is available in a heavy gauge with a life expectancy of from ten to fifteen years. Tiles are lighter and don't last as long, but if a part of the floor is damaged that part can be replaced without tearing up the entire surface.

If your budget permits, cork tiles are better than linoleum. They are warmer, easier on the feet, more decorative and more adaptable to other furniture if the room should ever cease to be a nursery. But they cost a lot.

Linoleum inlaid with nursery patterns is available, but has its disadvantages even if cost were not a factor. A plain floor lends itself more readily to imaginative play. It's not easy to pretend a floor's a battle field (or a desert or ocean) if rosettes or mother goose figures are staring you in the face.

How to treat a wall

Walls come next. Any number of appealing juvenile wall papers are on the market, but are not washable enough to be practical in a child's room. Most experts recommend paint rather than paper—good paint, that is. The best is a fast-drying, washable product such as Super-Kemtone. It and similar paints are relatively expensive but worth the dollars for the following reasons: most marks can be washed off, leaving no streak; those that can't, can be painted out (again leaving no streak), since the new paint really blends with the old and dries in almost no time.

There are several good ways to compromise on the paint versus wallpaper issue. One is to paper one wall and paint the other three. Another is to use a wallpaper border, a number of which are available in juvenile patterns. These are usually about a foot high and can be hung at any desired level. The Renverne Corporation makes a train border which it calls the "Long Train." This is fifteen feet long and costs \$15.00. It's a freight train, complete with engine and caboose, and can be lengthened with sections of plain track on which, theoretically, a youngster can draw his own cars.

The American Toy Institute has an ingenious idea for killing three birds with one stone with regard to wall treatment. It suggests that

one wall or part of a wall be covered with some perforated, soft acoustical material on which toys can be hung and children's pictures displayed. Golf tees are used as pegs. The panel is functional, decorative and has the added value of helping to deaden nursery noises.

Storage problems

There are any number of products which will serve this purpose. The Celotex Corporation has one—Acousti-Celotex—which comes in foot-square blocks and costs 30¢ a block. Easily installed—it is cemented to the wall—the holes in the blocks are deep enough to be used for hanging relatively heavy toys like guns and pounding boards.

Of course, this is no more than the beginning of the solution to the toy storage problem. Toys which can't be hung must be stored in such a way that a child can get at them easily and keep them neat. Generally, open shelves are better than closed chests or drawers for this purpose. Low book shelves are excellent and inexpensive, unpainted pine ones are available in sections so that additional units may be added when needed.

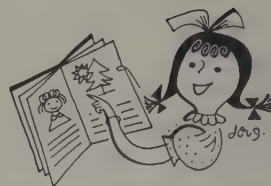
But still you haven't entirely solved the storage problem. When a baby is little, bulky things like diapers and pads and blankets must be put somewhere. By the time he's in kindergarten, he has acquired a lot of bulky box toys which are too wide for the ordinary book shelf. Still later he may go in for electric trains, or become an Erector set fan. All of these require room. The best solution I have seen to these special storage headaches is an out-size drawer with a hinged lid, which is built on casters and can be kept under a crib or bed. Such a unit can be used first for linens, later for big boxes, still later for trains. The tracks and scenery can be permanently screwed into the bottom of the drawer and the rolling stock kept there when not in use. Building projects can go on in the drawer, if it is not used for trains, or it can be converted into a hospital for ailing baby dolls.

That leaves only books to be stored—but these present a more difficult problem than

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Children's books for summer fun and activities



Summer brings to parents the sharp reminder that vacation hours are long and children's energies boundless. To channel these energies calls for some planning, not only to make the most of the greater freedom out of doors but also to use fruitfully those leisure hours that must be spent indoors. For the many varied activities of summer, books may spark an interest that will continue throughout the year. Here are some new books which invite children to a deeper knowledge of nature's wonders, or offer a variety of opportunities for family members, of all ages, to work and play—together or alone.

About creatures of field and woods

GARDEN SPIDER. By Mary Adrian. Illustrated by Ralph Ray. Holiday. \$2.00. (7-9)

STRIPE, The Story Of A Chipmunk. Written and illustrated by Robert M. McClung. Morrow. \$2.00. (7-9)

THUNDER WINGS, The Story Of A Ruffed Grouse. Written and illustrated by Olive L. Earle. Morrow. \$2.00. (7-9)

STRING LUG, THE FOX. By David Stephen. Illustrated by Nina Scott Langley. Little, Brown. \$2.75. (12 up)

Three attractive books, all for the same age range, present the life cycles of three small creatures. In *Garden Spider*, we discover much about the large black and gold spinner of webs, so familiar to us and yet so little known. Ralph Ray's beautiful page illustrations

enhance the book. *Stripe* has engaging illustrations by the author, and children will love this joyous little chipmunk whisking about his busy life. Another kind of woodland dweller is the ruffed grouse, *Thunder Wings*, whose story is told from his independent babyhood to the time he meets his mate.

The literary naturalist of twelve and over will find *String Lug, The Fox* absorbing reading. The author has painted a strong picture of the courage and wiliness of a fox and his feud with man against the background of the misty Scottish hills. The story is vivid and realistic, not for weak stomachs. It is regrettable that the glossary of Scottish words comes at the end of the book rather than at the beginning where it would be more helpful.

WILD ANIMALS. By Anna Ratzesberger. Illustrated by J. L. Vlasaty. Rand McNally. 25¢. (7-10)

FUN AT THE ZOO. By J. Bentley Aistrop. Roy Publishers. \$2.75. (9-12)

THE FIRST BOOK OF SNAKES. By John Hoke. Illustrated by Paul Wenck. Watts. \$1.75. (9-12)

When city children think of wild animals, they are likely to think of them in cages. For them there are two books with very different viewpoints. *Wild Animals* has lifelike color illustrations and describes lions, tigers, elephants and others in their native habitats. The book is so inexpensive that it can easily

be replaced when the first copy has been handled to death. *Fun At The Zoo* is a book, rather, to read before and between visits to the zoo. With contagious enthusiasm, Mr. Aistrop shares with the reader his rich knowledge and love of animals. The chapter on reptiles is noteworthy for its humor and good practical advice. More about snakes, how they move, what and how they eat and what kinds are poisonous, is to be found in *The First Book Of Snakes* by John Hoke, with wonderfully effective drawings by Paul Wenck.

For the young naturalist

LET'S GO TO THE BROOK. By Harriet E. Huntington, Photographs by the author. Doubleday. \$2.75. (6-9)

IN YARDS AND GARDENS. Written and illustrated by Margaret Waring Buck. Abington-Cokesbury. \$3.00. (9-12 or older)

FAMOUS NATURALISTS. By Lorus J. and Margery J. Milne. Dodd. \$2.50. (10-14)

A challenge and an invitation to look about and learn about nature lore is offered the budding naturalist in two fine books. *Let's Go To The Brook* is a picture book for young readers, written in short sentences and musical prose, with photographs showing the course of a brook and the little creatures that live in it. *In Yards And Gardens*, for more mature readers, is a distinguished reference book that describes in accurate text and exquisite drawings what may be found in yards and gardens, even in the city: trees, flowers, vegetables, birds, butterflies, snakes and small animals. Included are suggestions for gardening and making birdhouses, as well as a book-list for wider reading.

Rounding out the interest in out-of-door life, *Famous Naturalists* presents fourteen short lively biographies of the men, past and present, whose studies revealed the ordered wonders of nature.

The sky and the universe

THE MOON IS A CRYSTAL BALL. By Natalia Belting. Illustrated by Anne Marie Jauss. Bobbs Merrill. \$2.50. (9-11)

STARS. By Herbert S. Zim and Robert H. Baker. Illustrated by James Gordon Irving.

Simon & Schuster. \$1.00. (8-14)

LIGHTNING AND THUNDER. By Herbert S. Zim. Illustrated by James Gordon Irving. Morrow. \$2.00. (9-12)

For summer nights when the sky seems close, *The Moon Is A Crystal Ball*, with little-known legends gathered from all over the world, will satisfy demands for stories about stars. Older star-gazers will find *Stars*, a handy, pocket-size, comprehensive manual of astronomy with a profusion of color illustrations, just the thing to carry with them.

Also by Herbert S. Zim is *Lightning And Thunder*, a really outstanding book. Here is a timely, graphic and very complete and scientific explanation of thunderstorms presented in such a way that it can be understood by everybody. The slim format and multitude of pictures make the book seem to be addressed to younger readers than it really is.

Activities for the family

DANCING TIME: Music For Rhythmic Activities Of Children. By Satis N. Coleman. Illustrated by Vana Earle. John Day. \$2.25. (4-8)

SEWING: A Daughter And Mother Activity Book. By Jeanette Zarchy. Knopf. \$1.50. (7-11)

WOODWORKING: A Son And Father Activity Book. Written and illustrated by Roger Lewis. Knopf. \$1.50. (7-11)

EASY PUPPETS. By Gertrude Pels. Illustrated by Albert Pels. Crowell. \$2.50. (7-11)

PUPPETS AND MARIONETTES: A Family Activity Book. Written and illustrated by Roger Lewis. Knopf. \$1.50. (7-13)

Among the activities for indoors or out, one way of keeping hands and feet busy is suggested by *Dancing Time*. Rhythmic interpretations of animals, Indians, cowboys and even airplanes are offered with simple piano music that mother, sister or counselor can play.

Sewing gives the essentials of this craft in an easy-to-read book with suggestions for toys and useful articles that little girls can make alone or with mother's help. For the father who would like to work with his son there is *Woodworking*, with instructions in the use of tools, simple and easy-to-follow drawings and

a variety of useful projects for parent and son to share.

An imaginative use of common materials found in any home is enticingly described in *Easy Puppets*. These are the kinds that are manipulated with three fingers of one hand. Older and more dextrous boys and girls who love to manipulate these imaginary little people with strings will find in *Puppets And Marionettes* directions for making them.

THE GREEN THUMB STORY. By Jean Fiedler. Illustrated by Barbara Latham. Holiday. \$1.75. (6-9)

THE REAL BOOK ABOUT PETS And How To Care For Them. By Barbara Bates. Garden City. \$1.25. (7-10)

HOME-MADE ZOO. By Sylvia S. Greenberg and Edith L. Raskin. McKay. \$3.00. (10-14)

LET'S FISH: A Guide To Fresh And Salt Water. Written and illustrated by Harry Zarchy. Knopf. \$3.00. (10-14)

For the beginning gardener, *The Green Thumb Story* catches the fun and wonder of discovering that seeds planted and tended grow into flowers. Young owners of animals who consult *The Real Book About Pets* will be well prepared to treat their pets intelligently. The information in this book, about all kinds of animals, how to house and feed them and how to care for them, will add the pleasure of knowledge to a warm companionship. *Home-Made Zoo* offers advice on how to keep and breed pets smaller than dogs and cats—hamsters, rabbits, mice, birds, turtles, salamanders, frogs and tropical fish—and where to obtain healthy specimens and proper equipment.

Everything about fish and fishing technique for the serious anglers in the family can be found in *Let's Fish* and even the less expert among the fishermen will appreciate this informative book.

BROWNIE SCOUT HANDBOOK. By Ray Mitchel. Illustrated by Ruth Wood. Girl Scouts of the U.S.A. 50¢. (7-10)

SEE FOR YOURSELF: A First Book Of Science Experiments. By Nancy Larrick.

Illustrated by Frank Jupé. Aladdin. \$2.00 & \$2.50 (cloth). (7-10)

DO IT YOURSELF! Tricks, Stunts And Skits. By Bernice Wells Carlson. Illustrated by Laszlo Matulay. Abingdon-Cokesbury. \$2.00. (9-13)

IT'S FUN TO KNOW WHY. By Julius Schwartz. Whittlesey House. \$2.25. (9-12)

For those of the seven to ten age group, who like to do things by themselves or with their friends, *The Brownie Scout Handbook* offers a host of worthwhile activities described in concise form. This slim, attractive book is only 50¢. *See For Yourself* is a first book of science experiments with simple things in the kitchen and interesting facts children can prove for themselves about air and water.

On confining rainy afternoons, tricks, stunts and skits can supply gaiety and fun. *Do It Yourself!* is a generous compilation of merry-making and ought to help get a party off to a good start. This should be a handy book for boys and girls who like to entertain. And very important on any list of books suggesting children's activities, *It's Fun To Know Why* presents to young scientists the answers to many questions and gives directions for safe home experiments with paper, salt, soap and everyday materials.

MAY H. OREN

F. C. GITTLEMAN,

for the Children's Book Committee

Camp Fire men honored

In recognition of the valuable services given to the organization by men all over the country, Camp Fire Girls, Inc. is dedicating the June issue of its monthly magazine to "Camp Fire Men." One third of the national board members are men, and a large number of men head regional committees or serve on national and local councils. Men also work directly with Camp Fire groups helping with such activities as photography, sports and handicraft or lending a helping hand with transportation and repairs at summer camps. Nor has Camp Fire forgotten the "sacrificial" contribution made by the thousands of patient husbands who have shared large portions of their wives' time and attention with Camp Fire groups, thus making the success of the program truly a family affair.

Conference for professional workers

On March 4th, the day following the general Annual Conference of the Child Study Association of America (see pg. 3 *et seq.*), a second all-day conference was held under CSA auspices, this time for professional workers in parent education.

The theme of this meeting, "A New Look At Parent Education," was designed to allow for discussion of developments in services to parents over the years in different fields of practice, and examination of present goals in relation to the needs of parents today.

"What can we learn from the work that has been done with parents in the fields of Family Case Work, Group Work, Education, Public Health and Mental Health?" was the question posed at the morning session, and the evolution of attitudes, aims and techniques was discussed by Sonia Penn of the Jewish Family Service; Bernice Bridges, Education-Recreation Division, National Social Welfare Assembly; William Heard Kilpatrick, Teachers' College, Columbia University; Esther Fleming, New York State Mental Health Association; and Emmanuel Klein, Psychiatrist and Lecturer at the New York Psychoanalytic Institute. The session was chaired by Marion Langer, Assistant Director of the Child Study Association. From this many-sided discussion it could be seen that the approach to group work with parents had moved through many stages—from the imposition of rather rigid patterns designed simply to raise the family's "standard of living," to a greater consideration of individual family needs as formulated by the parents themselves in relation to their specific situations.

What, then, is it that parents actually do want from group education and how can the processes of group education best be utilized to meet these needs? What kind of leadership is needed, for instance, and how can it be developed? What are the valid distinctions between group education and group therapy?

For whom is group education suitable, and for whom unsuitable? These and related questions were touched upon in the afternoon session both by the speakers and in the course of lively discussion from the floor. Chairman of the meeting was Aline B. Auerbach, Coordinator of Leadership Training, Child Study Association, and the speakers were Philip J. Zlatchin, Associate Professor of Education, New York University; Rudolph Wittenberg, Psychotherapist, Faculty, New School for Social Research; and Jules V. Coleman, Consultant, Bureau of Mental Hygiene, Connecticut State Department of Health.

Just released

An important pamphlet has just been issued by the Child Study Association on *Parent Group Education and Leadership Training*. The three reports in this publication contain material that has come out of the working experience of the Association, and it is hoped that they will stimulate active and helpful communication with other agencies in the field of parent education. It is available at Association headquarters, 25¢ per copy.



LET'S GO TO THE BROOK

By Harriet E. Huntington. With photographs by the author. The photographic story of a brook and the fascinating creatures that live in it and near it. *Junior Literary Guild Selection.* Ages 6-9 \$2.75



TANSY FOR SHORT

By Ruth Langland Holberg. Illustrated by John Moment. Tansy Lee rebels against old world traditions and convinces her father that she is ready for public school. Up to 12 \$2.50



THE KID WHO BATTED 1.000

By Bob Allison and Frank Ernest Hill. He could hit any ball pitched — foul! Winner of a 1952 Boy's Clubs of America Award. All ages \$2.50



SUMMER IS FUN

By Levinia R. Davis. Illustrated by Hildegard Woodward. Twin brothers unearth an old Indian Trace and add excitement to a birthday party. A colorful outdoor picture book. Ages 3-6 \$2.50

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Additional books of 1951

The following titles complete the list, "Books of 1951," prepared by the Bibliography Committee of the Child Study Association of America, which appeared in the Spring, 1952 issue of CHILD STUDY.

HOW TO CHOOSE THAT COLLEGE: A Guide For Students And Parents. By Clarence C. Duns-moore and Oliver C. Davis. Bellman Publishing, 1951. 51 pp. (paper). 90c. An excellent booklet containing in simple terms information regarding the requirements necessary for both junior and senior colleges and discussing them in terms of the individual student.

AN INTRODUCTION TO CHILD STUDY. By Ruth Strang. Macmillan, 1951 (revised edition). 705 pp. \$4.75. A revised edition of one of the standard texts on child development, which summarizes a wide range of material on the growth of the child, in all its aspects.

MENTAL HYGIENE IN TEACHING. By Fritz Redl and William W. Wattenberg. Harcourt, Brace, 1951. 454 pp. \$3.50. This warm and penetrating book presents a wealth of material which will help teachers use the principles of mental health in building good relationships with their pupils and in understanding their emotional development.

MORE THAN FUN: Creative Activities For All Our Children. Arts Cooperative Service, 1951. 115 pp. (paper). \$2.00. Acting on suggestions given by its members, the Arts Cooperative Service presents here valuable and stimulating suggestions to parents on how to work with children in various creative activities.

OUR AGE OF UNREASON: A Study Of The Irrational Forces In Social Life. By Franz Alexander, M.D. J. B. Lippincott Co., 1951 (revised edition). 338 pp. \$4.50. Completely revised edition of an outstanding psychoanalyst's contribution to our understanding of modern civilization.

PHILOSOPHY OF EDUCATION. By William Heard Kilpatrick. Macmillan, 1951. 465 pp. \$4.75. A well-known and highly esteemed educator presents the results of a lifetime of teaching philosophy of education, and offers an important critical analysis of the problems of general education.

THE PUBLIC HEALTH NURSE AND HER PATIENT. By Ruth Gilbert, R.N. Harvard University Press, for the Commonwealth Fund, 1951 (revised edition). 348 pp. \$3.75. An established text for public health nurses which recognizes the importance of understanding personal relation-

ships as well as physical illness. Revised and expanded to include valuable recent material on mental health as it relates to public health nursing.

WHY THE PRIVATE SCHOOL. By Allan V. Heeley. Harper & Bros., 1951. 208 pp. \$3.00. The headmaster of the Lawrenceville School here refutes many false ideas about the private school and in discussing policies and ideas presents a positive, encouraging picture of what it is and what it can be in American life.

THE WILL TO LIVE. By Arnold A. Hutschnecker, M.D. Thomas Y. Crowell Co., 1951. 278 pp. \$3.50. An experienced physician explains in informal, non-technical style the way in which physical illness is an indication of the body's response to emotion, and conversely, how the "will to live" may act as a powerful constructive drive.

WILLIAM HEARD KILPATRICK: Trail Blazer In Education. By Samuel Tenenbaum. Harper & Bros., 1951. 318 pp. \$4.00. A former student successfully reconstructs Dr. Kilpatrick's life so as to show how his educational philosophy has affected the lives of teachers all over the world and provides an illuminating, inspirational picture of the best in modern education.

WORKING YOUR WAY THROUGH COLLEGE. By Kenneth C. Rathbun. Cavalier Publishing, 1951. 55 pp. (paper). \$1.25. A practical, down-to-earth booklet of aid to high school and college students and their parents in considering the possibilities of financing their college careers.

Teachers of handicapped children

An example of the growing interest in applying good child development philosophy to the teaching of physically handicapped children is the course being offered this summer by the Nursery Training School of Boston. Given for experienced teachers, the course is designed to help not only those who work with crippled, blind, and deafened children in special nursery schools and kindergartens, but those working with physically handicapped youngsters in schools for normal children, as well as with children who are hospitalized. Further information on the course, which runs from June 30th to August 8th, can be obtained from the Registrar, Miss Katherine J. Jones, at 355 Marlboro Street, Boston 15, Mass.

Conflict and growth

Continued from page 6

cally, the assumption that a child's first years influence his development has an excellent chance of standing as an accepted fact!

And again, we may learn to be less dependent on bits of expert advice for use on this or that special occasion if we realize that education often is most effective when it is oblique. It is not so much what we tell our children of the so-called facts of sex that will shape their outlook, as it is our attitude on small occasions. It is the nature of our response when a five-year-old child makes the startling suggestion that a week-end shortage of sleeping space can be solved if father sleeps with the charming lady guest. It is something the child picks up from his mother's remarks when he has grown "too big" to go with her to the ladies' room in a store and enters the domain marked "MEN." The child gets his best chance to pick up values at the dinner table, or while the yard is being cleaned up, or at any other time when the family is showing its standards and beliefs in action. If his father is viewed as a check-producing mechanism, incompetent to deal with anything but money-earning, it will not matter much what a boy is told years later, in fifteen college sessions, as to the role of the father in the family. Again, his mother may be treated as a competent person or scornfully and steadily played down because she thinks and acts "just like a woman." In either case, his feeling about women will be colored more by the attitudes he encounters in his early years than by any rules that later may be laid down for him.

Lastly, as we become wary of asking the experts for specific advice, we might also learn caution in giving it to our children. Sometimes we forget that before there is a bloom there must be a bud, and we try to force the plant before the roots are ready. Whatever we learn, and enjoy, about rearing our children can only free us to supply our own name-brand nutrient for the plant, the warmth and space for it to grow in, the "rain" of our interest. But we can never determine the date and design of the blooming.

New CSA board members

Mrs. Nelson Doubleday has been elected to the Board of Directors of the Child Study Association of America. She will be active on the Publications Committee and the Finance Committee. Mrs. Doubleday is an old friend of the Association, having served on the Board in earlier years.

Mr. Daniel Melcher, publisher of *The Library Journal* and author of *The Printing And Promotion Handbook*, was also elected to the Board of Directors and has become chairman of the Publications Committee.

Another new Board member is Mr. Jerome Mason, publisher of the magazine *Argosy*. He is also serving on the Board of Directors of the Westchester County Mental Hygiene Society and is generally active in community affairs.

The strengths of freedom

Continued from page 9

is founded on the conviction that the individual can make the most of his creativeness in a free society, and on the faith that people have the capacity to build such a society. Our accumulated knowledge of the human organism gives us ever greater proof that children will grow best if they have the love of their parents—the kindly look, the listening ear, the understanding words—and if we base their upbringing on our traditional belief in the unique worth of the individual.

I find increasingly that I *can* have faith in children, and in people, if they are free from the rigidities of various kinds of power structures. When I place faith in children, in people generally, the vast majority of them go beyond my expectations. There are a few who do not, and too often we set up controls designed to catch, circumscribe and punish the offenders. Later, we discover that the price of controlling the few is mediocrity and frustration for all.

If we hold fast to the faith in people which is the most basic tenet in the American democratic philosophy, we will find ourselves reinforced by the success of the institutions that have grown out of that faith.

We can have confidence in our economic

system. Though we have not operated it perfectly, we have still brought well-being to the largest proportion of the population in history. Ownership of big business is being widened. Those who labor have an ever-increasing influence on their own wages, on conditions of work and on management. The attitude of industry toward labor and toward the community is changing. We are rapidly building a peoples' capitalism with more economic freedom for the average worker than any socialist state could provide.

We can have faith in our system of full educational opportunity through well supported schools and private educational efforts of many types. Do not forget that we have as many college students in New York City as there are in all of England. Remember that more attention has been given in American schools to the individual needs of children than ever before in human history. It's worth while for a boy to know long division, but more important for him to love his fellow men. An orderly school room is a goal to be sought, but a sense of responsibility on the part of the citizens outside of school is more important. Foreign observers are amazed at the good behavior in American high schools in view of the great amount of freedom allowed students. The point is that our young people are being taught to live responsibly in the future by living responsibly now.

Minds in chains?

On the one hand we have these great strengths, both in our democratic values and in our school structure. On the other hand, the appeal of Communism has been greatly exaggerated. No country has yet *voted* to go Communist. All Communist revolutions have been effected with the help of Red armies, usually aided by widespread human suffering. In the long run, Communist dictatorship will lose, for it puts the minds of men in chains. The big question is, will we also put our minds in chains to resist the Communists?

What, for instance, of the battle of the books? I am told that in one community the teachers have ordered few books for months because their names must be signed to the

order slips and they are afraid that they will be associated with some passage which some "authority" deems "communistic." For the same reasons, few outside speakers have been invited by the PTA to speak there. In many other places teachers refrain from mentioning Communism even in a critical fashion for fear that they will be quoted out of context and so branded as subversive.

The American guarantee

We have always maintained in America a public opinion that guarantees every American the right to express himself even if he is on an unpopular side. But today the pressures on us to conform are enormous. Freedom, however, is an indivisible thing, and when a teacher is attacked for a dissenting opinion we are all attacked. If we let go of freedom in this period of hysteria there is grave question whether we can ever pick up where we left off.

In seeking to reaffirm our faith in individuals, we need also to re-examine those much used words *human brotherhood*. If by them we mean only toleration—mere acceptance of something we wish were different—brotherhood will amount to little. If we mean love—that is something quite different. But we do not always know what we must do to be able to love our fellow men. A man may hope to love his children and friends and think he can continue to hate other people outside his circle. Mysteriously, while he lives and sleeps the hate blights the love he hoped to give. Try as he will, he fails, and often does not know why. Once he succeeds in meeting all men in a spirit of understanding, his own power to influence others is released. One by one, group by group, human beings then seem more and more lovable even in the midst of their follies and failures.

Dangers of hysteria

Finally, I see ever more fully the role of truth—especially of the search for truth—in human progress. We have seen the anti-intellectualism of the Nazi in Germany, of the Communist in Russia, and now we see it being advocated by our own nativist movement. Race prejudice, religious bigotry and anti-

intellectualism are illegitimate triplets in a free society.

One fearful person drags down another into fear, and so it is important that we speak up and make crystal clear our belief in the individual and our regard for truth. We must take our bearings from the tradition that is America and struggle to keep education in America a powerful force for our precious freedom. Statements of faith give us courage. And we need not fear. As John Foster Dulles said, "It should be the despots, not we, who tremble."

Parents and experts

Continued from page 11

protective mother may be just as murderous for a normal development as the attitude of her frigid and distant counterpart.

Parents would do well when consulting the experts to ask themselves certain questions. What, first of all, is the expert's ability? What is his experience—is it enough and of the right kind to qualify him for this role? And what is his motivation in making certain statements? It is not too difficult to find the answers to the first two questions, but the motive of the expert is less easily known and is a matter to which both the layman and the expert himself must give close attention.

Interpreting the materials

I have a profound belief that the field of child care is the most important area to which the behavioral sciences can be applied, and that, as we continue to apply scientific method and knowledge, we will make tremendous progress. At every step of the way it is most important that the results of our work be put into understandable form and that such materials be true and useful without being diluted. This is a very important and difficult task and one that is being done admirably in the United States (where most of the interpretative materials on child care are being written) by such organizations as the Child Study Association of America.

Spiritual values

Continued from page 12

so it is with children. To become self-reliant, a growing child needs around him both people and things that he can rely upon. It's very hard to learn to depend on oneself in the absence of people and things that set a dependable example.

Let us turn now to the third of my tentative conclusions: our need—America's need—of a shared idealism, a spiritual dynamic, if this country would meet and master its destiny. I am not among those who consider this search after spiritual values as a running away from a real world that terrifies, but rather as an effort to find a needed strength, an essential weapon, without the aid of which no lasting victory can be won: not an escape, but a resource.

Surely we are forced to admit that the rottenness at the heart of our public life has infected our historic ideals, weakened our national pride and all but destroyed our capacity for righteous indignation. It is not sentiment but the verdict of the years that no nation can long survive that has lost its dream, its myth, its belief in some moving, central purpose and plan into which it is embodied and by which it is spiritualized. It must have some core of symbol and ritual, that lifts it beyond itself and vitalizes and empowers it. If the American Dream fades from our hearts, if the American Creed no longer convinces our minds, if the words "Liberty and Justice for all" have lost their meaning for us, we are pitably weak, whatever our material resources. "Where there is no vision, the people perish." In synagogue and church, in school and home, the dream must be sustained, the ideal nurtured or it dies.

Indeed the family itself owes its unity and strength to the operation of the same spiritual law. Every family ought to use or to create, out of the rich store of the faith by which its roots were nurtured, some recurring and meaningful recognition of those values and ideals and virtues, those beliefs and hopes and loyalties, to which the family owes its existence and its strength. And we parents in search of self-

confidence should perhaps ask ourselves what our home and its spiritual values contribute to our own and our children's security. Out of our own childhood many of us would testify that the feeling of being spiritually sustained comes to the child first and most compellingly in the intimacy and warmth of family life, perhaps in the prayer or ritual act that he has learned. Always, if it comes at all, it has its roots in the quality of the faith that he has seen lived by those he knows and loves, for in the family there is the often unconscious treasuring of those uniquely valuable experiences and interests and delights which have become a family possession deeply shared—the loves, misadventures and dreams communicated or dimly glimpsed. In the family there is this deposit of spiritual values growing through the years, and a sense of oneness in spite of differences which is the truest meaning of the word family.

This in itself is a religious experience which is more moving, often, than that provided by church, priest, or ritual. As we think thus intimately and inwardly of what was for many

of us the central feeling about home, we realize that this is a far cry from the kind of "religion" to which some children are subjected by parents who have exalted the letter of the law at the expense of its spirit. They think their job is done when, through church or synagogue and released time classes, their children learn about the ancestral faith. This learning helps, usually, sometimes even when the child is forced to attend such classes and services. But it cannot accomplish much unless it is given warmth and meaning in the inner life of the family and the home.

The spirit and the letter

Sometimes parents take the beauty and joy from a child's religious experience by using religion as though it were a strap to whip him into good behavior. They "put the fear of God into him," forgetting that the love of God is more needed and more creative. Then as the child struggles to assert himself as a person, his attitudes toward parents and toward God become confused, and he resents and resists *both*, in trying to get out from under par-

A delicate theme, handled with care and *common sense* **TWO AND THE TOWN**

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The high-school football hero . . . the class wall-flower . . . these are the young lives changed by the emotions of a single day. **TWO AND THE TOWN** faces up boldly to a problem generally discussed in whispers—the problem of a boy and a girl who, at seventeen, become parents. The difficulties they face are described with compassion and realism in a poignant book about young people forced too suddenly and too soon into the adult world.

ental domination. Indeed the fear of God can become a childish obsession, as with H. G. Wells to whom, in childhood, God was a great lidless, unwinking eye, forever watching and remembering his misdeeds. Lasting goodness cannot be compelled.

However we may feel about the language of religion, where shall we parents find that kind and quality of faith that to each of us is intellectually and spiritually satisfying? It must be real to us or it will not help our children. Pretense builds no armor a child's glance cannot pierce. Where shall we seek the basic truths on which we are willing to stake our lives? Where shall we find the faith that is strong enough to sustain our self-confidence in the face of the world's confusions?

Answers will differ

For each of us the answer will differ. What we seek is hidden in mystery. There is only one universal agreement—a need for the discovery of shared values and shared goals profound enough and lofty enough to claim our full devotion and to give to our common life a direction and a stability which otherwise it cannot have.

But though we cannot agree as to the ultimate answer, there are, I think, for most of us certain assurances and intimations that give us courage. There is an inflowing of strength in the observance of nature's rhythmic orderliness on a scale so vast in time and space that the true scientists are awed and humbled by it. There is reinforcement, too, in the recognition of man's ability to reason, to weigh and measure and compare, both within the structure of the atom and the solar galaxy, and within the structure of his own society, clumsy and inept though his social science often proves to be. To artist and artisan there is deep response to beauty in its vast variety. There is love, as men find it in deeds of selfless concern for others. And there are many who across the ages and across the world bear glad witness to the majestic yet indwelling power of God, a name for all that which encompasses and exceeds man's noblest dreams and hopes. And all these agree that they are restless until they rest in Him.

AMONG THE

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Headmaster, Lawrenceville School

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—*Scholastic Magazine* \$4.00

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The two worlds we live in

Continued from page 14

air raid drills, discussions against Communism, wearing "dog tags," etc., at home the talk was about red-bating and war hysteria. The child told his mother, "I don't want to grow up because you can get killed when you're big. Every birthday from now on, I'm going to go backwards until I go into your belly." The psychiatrist felt that Peter's hostility was being revived by the threat of war, reinforcing the illness which he was gradually overcoming. Peter did not go to school at all for a month and for a second month would not attend classes, but would only stay in the principal's office. The family feels strongly that there is a tremendous inconsistency in American life if on one hand we have the ideal of democratic free expression, and on the other hand we have repression of a political minority. In school, the mother, who is active in P. T. A., expressed her resentment of such composition topics as "MacArthur, a Great General," complaining that the children were marked on "right thought" content, and that the schools do not allow free expression.

A second situation involves the trend toward violence in children's television programs and comics. Fred, age 13, is being treated in the Parent-Child Guidance Clinic because of a learning disability, in spite of high average intelligence, and because of general immaturity and behavior problems. His father was killed by the Nazis, his mother was in a concentration camp during which time he

lived underground with a non-Jewish family. The mother appears to be quite a stable, independent woman who was able to support herself and two children by running a boarding house upon her arrival in this country. The child recently has had cramps in his stomach. She had read an article in *Time* magazine in which a Doctor coined a new diagnosis, "television tummy," which children get as a result of watching violent war and crime stories on television. The mother wonders if exposure to stories of violence does have a bad effect on children. She feels that cruel German fairy stories at least had a moral, but feels the trend in American stories is toward violence for violence sake.

The increase in the number of mothers who are working outside the home has effects which also are reflected in the clinic. There is confusion among women now, both as to their own objectives and as to what is expected of them. Many are working partly because of their own need for "achievement" and partly because, with the rising cost of living, one pay check can no longer comfortably support a family. There are among these a number of women who are quite unwilling to accept the traditional role of mother and homemaker. Mrs. G., a clinic patient, and an extreme example of this, was a very upset woman, who had a hyperthyroid condition. She had been trained by her mother to feel that a career, a profession, was tremendously important, and she went back to teaching when her children were four and two. But she accidentally became pregnant and attempted suicide because

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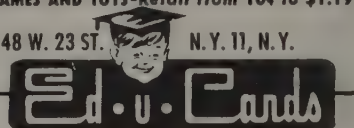
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of this. The four-year-old child stutters and has tics.

Then there is Mrs. B., who has a son in the Parent-Child Guidance Clinic. His symptoms, which turned out to be ulcerative colitis, developed at about the time of the birth of the third child. Mrs. B. did not want this baby, and says, "I hate all children and can barely tolerate my own. I would go back to work tomorrow, in a minute, if I only could." She feels very guilty about her resentment at having to take care of the children, at being like her own mother who, although she did not work, was a very unmotherly woman.

There is also the problem of teen-age sexual activity. How do parents who understand modern psychology, and who accept sex as right and natural, handle their teen-agers? How far do they advise them "to go?" They don't want to "arouse guilt" but they don't want sexual delinquency, either.

Mrs. N. is a patient in the Adult Psychiatry Clinic. Her oldest daughter, who is fifteen

and a half, fell in love with a twenty-one-year-old boy. Mrs. N., a widow, who has a good deal of conflict about an affair which she herself is having, permitted her daughter to become engaged, and is now very concerned about her daughter's petting. The daughter is being seen in weekly interviews with a case worker and brings up her own guilt and anxiety and questions what is "right" and "wrong."

To a certain extent, as we have said, conflict is the essence of community living. There will always be opposition between the individual's needs and the community's needs, and all cultures and civilizations are, in a sense, based on a channeling of the individual's needs to fit in with the cultural pattern. The individual who is unable to achieve this channeling is said to be maladjusted. Inner conflicts between instinctual needs and reality demands which are inadequately resolved show themselves in neuroses, psychoses and aberrant behavior, whereas a harmonious equilibrium which comes from the resolutions of these conflicts is

known as mental health. Culture channels instinct and allows for ultimate gratification in modified form, so that social values serve from one point of view as therapeutic agents and make for a healthy community.

I have tried to indicate that in such situations as those I have discussed—the position of political minority groups, of the working mothers, and the sexually active teen-ager—the psychiatrist, without taking sides, tries to free the individual for the making of constructive decisions of his own. As a citizen, the psychiatrist may be far from neutral and may have strong moral convictions, but it is not through such convictions that he contributes to the mental health of his patients. As a citizen, he must work in other ways for the achievement of his social ideals and aims.

Prejudice: the high wall

The CSA spring meeting, on *Prejudice*, made use of the panel technique in conjunction with the showing of a new film, *The High Wall*. Dr. Otto Klineberg, Professor of Psychology at Columbia University, was chairman of the panel and other participants were Dr. Kenneth B. Clark of the City College of New York and the Northside Clinic for Child Development; Dr. Dan Dodson, of the Center for Human Relations Studies, New York University; and the Reverend Edicer N. Rodriguez, Minister of the First Spanish Evangelical Church, New York.

Prejudice, which was described as "a basic social pathology," was analyzed by Dr. Klineberg as having its roots in a combination of economic factors, psychological frustrations and the cultural patterns of the community. Dr. Clark warned against seeing the effects of prejudice purely in such simple, dramatic terms as violence and fighting. The subtle ways of expressing prejudice are often more dangerous than overt hostility, he pointed out, both to the object of the prejudice and to the person whose habit of prejudgment makes him a social cripple. The point was made further that prejudice is not an isolated thing but is part and parcel of the values that we instill in our children: insistence on materialistic success and the importance of social status will always breed prejudice, while an attitude of interest in the various contributions of individuals and cultures tends to decrease it. Dr. Dodson, while agreeing that parents do much to infect their children with the virus of prejudice, suggested that we should not make the family a scapegoat for all the ills caused by these negative attitudes and pointed out

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that such things as poor housing, slum neighborhoods, inadequate school plants also influence the situation. Dr. Rodriguez made a disturbing comment in pointing out that prejudice is sometimes referred to in Puerto Rico as the "American disease."

The film, produced under the joint sponsorship of the Anti-Defamation League of B'nai B'rith, the State of Illinois Departments of Public Information and Mental Health and the Columbia Foundation of San Francisco, explored the development of prejudice and some of the ways it is communicated to children. It was well received by the audience.

Common sense

Continued from page 16

the scientist. The research scientist aims to improve on the general knowledge, and the practicing scientist to adapt this general knowledge to the particular situation of his individual patient. The parent can take it from here only as it has some real meaning for him and is useful in adding to his understanding of himself, his family and his child. In this distinctive and discriminating reaction, the parent is actually using his common sense. It is the plea of the great fashion designers that women take out of new modes those things which bring out their own best features. Similarly, although with a very different goal, parents need to have a greater regard for their own styles of living. Even as they deepen their understanding of themselves and their children with the help of the experts, they can put greater trust in their own capacities to build well and variously on the solid base of natural loving care and mutual respect between the members of the family, young and old.

A room to grow in

Continued from page 21

you might think because so many are giants in size if not in content. Comic books also must be put away, and often in staggering quantities.

For these purposes you can buy, build or have built, a simple magazine rack. Consisting of tiers of slanting, open bins, this rack can hang on a door and be scaled to even the larg-

est picture book. You can have as many tiers as you want and you can use wood or strong wire as is used in some commercial pamphlet display racks. Lewis & Conger carries one in wood.

When it comes to furniture, the best thing you can do is to stop and reflect on how incredibly fast children grow. And babies even faster. Your reflections can lead you to only one conclusion: not to buy a bassinette, but to put the baby into a full-size crib right off and to shift him thence directly into a full-size bed, without being tempted even to look at a "youth bed." It's true there are half-size beds slightly less expensive than adult beds, but they may well be outgrown in six or seven years. If it's their sides that appeal to you, buy yourself a set of removable sides (for about \$4.00) and install them on a big bed. Nursery Plastics is one of several concerns that makes them.

Time was when you couldn't buy a matching crib and full-size chest of drawers. Not so today. Matching cribs and several types of chests are displayed in all the good stores, and full-size beds of the same design are available for later on. Youth Mart, in New York, is a concern which specializes in matching transitional and permanent furniture. But you'll need a decorator or dealer to go in there.

Tables and playpens present no special problems. High chairs do. You'll want a high chair that is table height and equipped with a removable tray so that it can come into the dining room when baby is ready for the switch, thus eliminating sitting on telephone books and the like. You'll also want a high chair with



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widespread legs (to avoid tipping) and one that is easily kept clean. In this category I put unupholstered chairs first. The more elegant (and expensive) upholstered numbers are notorious food catchers. Henrietta Stern at Juvenile Interiors has an extremely well-designed high chair for about \$15.00. She also has a good full-size arm chair, upholstered in durable and decorative heavy gauge plastic for about \$35.00. It's straight enough for comfort while feeding a baby and it is also available with rockers.

As for chairs for children, the best bet is a peasant-type, reed and wood straight chair, so light that even the smallest fry can lift and lug and generally take pleasure in it. Because these chairs cost too little to be decorators' items, you'll find them only in department stores—which doesn't mean they aren't attractive looking.

In putting together a room to grow in, don't sell eye-appeal short. Colors should be soft and harmonious. There should be patterned as well as solid tones. Remember that the surest route to good taste in adulthood is to be surrounded by good taste as a child.

News from Dr. Spock

Many of the friends of the Child Study Association have expressed interest in the new activities of Dr. Benjamin Spock, long a member of the CSA Advisory Board. Dr. Spock joined the staff of the University of Pittsburgh last July as Professor of Child Development in the Department of Psychiatry, and also has appointments in the Department of Pediatrics and in the Graduate School of Public Health.

Dr. Spock also is building a teaching program in the related fields of child psychiatry, child development, family relations and community resources for the benefit of medical students, psychiatric and pediatric residents, students of public health, nurses and others. Activities of the program include work at the Pittsburgh Child Guidance Center, a children's ward at Western Psychiatric Institute, psychiatric consultations and teaching at Children's Hospital and the child health conferences and a nursery school at the Arsenal Health Center. On the staff are child psychiatrists, psychiatric social workers, psychologists and nursery school teachers.

POLIO PLEDGE

If polio comes to my community

I WILL REMEMBER TO

Let my children continue to play and be with their usual companions. They have already been exposed to whatever polio virus may be in that group, and they may have developed immunity (protection) against it.

•

Teach my children to scrub their hands before putting food in their mouths. Polio virus may be carried into the body through the mouth.

•

See that my children never use anybody else's towels, wash cloths or dirty drinking glasses, dishes and tableware. Polio virus could be carried from these things to other people.

•

Follow my doctor's advice about nose and throat operations, inoculations, or teeth extractions during the polio season.

•

Be ever watchful for signs of polio: headache, fever, sore throat, upset stomach, tenderness and stiffness of the neck and back.

•

Call my doctor at once and, in the meantime, put to bed and away from others any member of my family showing such symptoms.

I WILL NOT

Allow my children to mingle with strangers, especially in crowds, or go into homes outside their own circle. There are three different viruses that cause polio. My children's group may be immune to one of these. Strangers may carry another polio virus to which they are not immune.